E-Module Cognitive Behavior Modification with Restructuring Techniques to Reduce Cyberbullying Behavior

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A B S T R A K

Cyberbullying *merupakan bentuk* bullying *yang sangat rentan terjadi pada usia remaja, yang sekarang lebih mudah dan banyak dilakukan dengan menggunakan alat elektronik atau digital. Individu atau remaja yang mengalami* cyberbullying *dapat mengalami depresi, kecemasan, kesepian, perilaku bunuh diri dan gejala simtomatik. Penelitian ini bertujuan untuk menganalisis kondisi perilaku* cyberbullying *dan menghasilkan produk berupa e-modul* cognitive behavior modification *dengan teknik restrukturisasi untuk mereduksi perilaku* cyberbullying *yang layak dan dapat digunakan oleh guru BK/Konselor. Penelitian ini merupakan jenis penelitian pengembangan (*Research *and* Development*) dengan model* ADDIE*. Penelitian ini melibatkan 3 orang ahli terkait dengan uji kelayakan isi dan tampilan e-modul dan 2 orang guru BK/Konselor untuk di uji keterpakaian e-modul. Data hasil penelitian dianalisis menggunakan analisis statistik deskriptif dan statistik* nonparametic*. Hasil dari penelitian menunjukkan bahwa kondisi perilaku* cyberbullying *pada siswa berada pada kategori tinggi. E-Modul* cognitive behavior modification *dengan teknik restrukturisasi untuk mereduksi perilaku* cyberbullying *pada siswa di nilai layak dimanfaatkan untuk guru BK/Konselor dalam mereduksi perilaku* cyberbullying *dan tingkat keterpakaian e-modul di nilai baik.*

A B S T R A C T

Cyberbullying is a form of bullying that is very vulnerable to occur in adolescence, which is now easier and more often done using electronic or digital devices. Individuals or adolescents who experience cyberbullying can experience depression, anxiety, loneliness, suicidal behavior and symptomatic symptoms. This study aims to analyze the conditions of cyberbullying behavior and produce a product in the form of an e-module for cognitive behavioral modification with a change technique to reduce cyberbullying behavior that is feasible and can be used by BK teachers/Counselors. This study is a type of development research (Research and Development) with the ADDIE model. This study involved 3 experts related to the feasibility test of the content and appearance of the e-module and 2 BK teachers/Counselors to test the usability of the e-module. The research data were analyzed using descriptive statistics and nonparametric statistics. The results of the study showed that the condition of cyberbullying behavior in students was in the high category. The e-module for cognitive behavioral modification with a structuring technique to reduce cyberbullying behavior in students was considered feasible for use by BK teachers/Counselors in reducing cyberbullying behavior and the level of usability of the e-module was considered good.

1. INTRODUCTION

Technological developments have become more advanced, seen from all aspects, daily life patterns have changed (Ferdiansyah, 2020; Yandri et al., 2023). Technology provides convenience for all human activities. All human needs have been affected and are instant by using technology (Rufaidah & Karneli, 2020; Siregar & Marpaung, 2020). This technological advancement can also reach and connect people all over the world wherever and whenever because it creates space for interaction for all matters (Mahendra et al., 2017; Taturu & Aan, 2024). One of the technologies that is very popular among all groups is social media. Social media is able to attract all levels of society in the world to stare at the screen

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non-stop. Especially for teenagers because social media has become a part of their lives (Aripradono, 2020; Septiana, 2021). Various choices of platforms that can be downloaded to freely share daily activities such as promoting work, offering products for sale, following the latest news, increasing insight, or simply communicating with friends can be done easily (Madhani et al., 2021; Salsabila & Pradipta, 2021).

There are many positive things that teenagers can take from the use of social media, of course by using this technology wisely, namely sharing inspiring information or providing motivation through videos and also opportunities to upgrade themselves. However, with the freedom to use social media and not being wise in using it, there are quite a lot of losses in the negative things that arise (Madhani et al., 2021; Septiana, 2021). Previously conducted research stated that the level of addiction of teenagers to social media, which was 48.6%, was in the high category, which could potentially hinder the self-development of teenagers if there were no policies regarding its use (Aprilia et al., 2020). The unwise use is also a driver of cyberbullying behavior among teenagers. In line with that, it is said that the negative effects of playing social media are violent behavior, but not physical violence, but rather called cyberbullying (Soma & Karneli, 2020; Utami et al., 2024).

Cyberbullying is an act of violence committed in cyberspace, it turns out to be more painful than physical violence. Cyberbullying has been happening since the internet was introduced in society in the 1990s. However, it has increased drastically in the 2000s, due to the rapid development of technology and social media in society (Ahmad & Kurniawan, 2023; Barlińska et al., 2013).Cyberbullying is an act of intimidation and humiliating someone carried out by one person to another person via chat, social media, email and many other types that can be used to carry out cyberbullying (Anisah et al., 2024; Asalnaije et al., 2024). Forms of cyberbullying include spreading slander or false information, insults and harassment, threats, and spreading personal content without permission (Ahmad & Kurniawan, 2023; Asalnaije et al., 2024). Other studies explain several aspects of Cyberbullying, namely harassment, denigration, flaming, impressionation, cyberstalking (Shadmanfaat et al., 2021). Cyberbullying can occur due to many factors that cause it, such as the very rapid use of the internet at this time, the fun factor, or even environmental factors. Social media as a means of cyberbullying is a source that can provide threats and bad impacts on adolescent development (Aulia et al., 2023; Bottino et al., 2015). Individuals or adolescents who experience cyberbullying can experience depression, anxiety, loneliness, suicidal behavior and symptomatic symptoms. One of the efforts that can be made to reduce cyberbullying behavior in adolescents, especially students in schools, is to apply an approach in the field of guidance and counseling, namely cognitive behavior modification with restructuring techniques. Cognitive behavior modification is a technique that combines cognitive therapy and forms of behavior modification, individuals who will act, are preceded by a thought process, so that if they want to change maladaptive behavior, they must first understand the aspects that are in cognitive experience and efforts to build adaptive behavior by learning the skills contained in behavioral therapy (Karneli et al., 2019; Yonita & Karneli, 2019). Meanwhile, the restructuring technique according to is namely focusing attention on efforts to identify and change negative thoughts or self-statements and irrational client beliefs into positive and rational thoughts (Nadia, 2022; Yonita & Karneli, 2019). The results of previous research showed that the cognitive behavioral modification approach with group settings was effective in reducing bullying behavior in students at SMA Pembangunan Laboratorium UNP Padang (Yonita & Karneli, 2019). Other studies show that the cognitive behavioral therapy approach reduces the occurrence of bullying. Supported by other studies on effective restructuring techniques to reduce cyberbullying behavior, marked by changes in the client's thoughts from irrational to rational (Ahmad & Kurniawan, 2023; Lydecker, 2022).

Based on the description above, there needs to be innovation in media used in guidance and counseling services that can help guidance and counseling teachers in delivering materials effectively and innovatively by using the development of electronic modules or e-modules. The development of e-modules is one of the innovative media that can follow technological developments, and is easy to access anywhere (Padwa & Erdi, 2021; Susilawati et al., 2020).E-Module cognitive behavior modification also emphasizes self-learning in helping students become aware of the understanding that is directed at themselves, so that they can solve problems effectively (Karneli et al., 2020; Mayanty et al., 2020). For that further, the novelty of this study is the development of an e-module of cognitive behavior modification with restructuring techniques aimed at reducing cyberbullying behavior through several materials that will be implemented by BK teachers to students who are indicated to be doing cyberbullying behavior. This study aims to analyze the condition of cyberbullying behavior and produce a product in the form of an e-module of cognitive behavior modification with restructuring techniques to reduce cyberbullying behavior that is feasible and can be used by BK teachers/Counselors.

2. METHOD

This research is a type of research and development. Research and development is a research method used to produce a particular product and test the effectiveness of the product (Sugiyono, 2016). Development research is aimed at developing previous research findings or theories, both for the purposes of pure science and applied science and so on (Sugiyono, 2016). The test subjects in this study consisted of (1) problem identification, (2) content feasibility experts, (3) appearance feasibility experts, (4) practicality test subjects. This study was conducted to develop the E-module Cognitive Behavior Modification with restructuring techniques to reduce cyberbullying behavior. The development model used is the ADDIE model. According to David (2014) the ADDIE model is a service design that shows simple and easy-to-learn stages. The development procedure follows the steps of the ADDIE model development which can be seen in Figure 1.
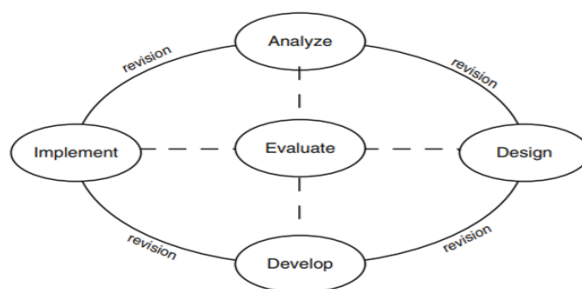

Figure 1. ADDIE Model Development Steps

This study uses a Likert scale aimed at experts to collect data related to the feasibility test of the product being developed. The researcher administers the scale through a list of statements with scaling given using the Likert scale model, meaning the scale uses a response distribution as a determination of its scale value. In the Likert scale model, there are five alternative answers, namely: Very Feasible (SL), feasible (L), Quite Feasible (CL), Less Feasible (KL) and Not Feasible (TL). The data analysis technique used is descriptive data analysis, namely by describing the validation and practicality of the cognitive behavior modification e-module with restructuring techniques to reduce cyberbullying behavior. Statistical tests to determine whether there is alignment or consistency in the assessment of the cognitive behavior modification e-module with restructuring techniques to reduce cyberbullying behavior. The statistical test used is the Kendall Concordance Coefficient Test (W) which is intended to determine the alignment of expert assessments of the research products developed.

3. RESULTS AND DISCUSSION

Result
Cyberbullying Overview

The cognitive behavior modification e-module with restructuring techniques to reduce cyberbullying behavior was developed according to the conditions experienced by cyberbullying perpetrators based on a need's analysis conducted using instruments. The description of cyberbullying is shown in Table 1.

Table 1. The Cyberbullying Case Overview

Category	Frequency	%
Very high	6	17.1429
High	20	57.142
Currently	1	2.8571
Low	4	11.428
Very Low	4	11.428
Amount	**35**	**100**

Based on Table 1 above it can be seen that the level of cyberbullying is in the high category with a percentage of 57%. This is taken into consideration to analyze the topic in the cognitive behavior modification e-module with restructuring techniques to reduce cyberbullying behavior.

Development Results
Analysis and Design Phase

The data obtained from the tabulation of cyberbullying data processing is used as a topic or material for the cognitive behavior modification e-module with restructuring techniques that will be developed to reduce cyberbullying behavior. At the design stage, sub-topics are determined for each of the topics that have been developed which will be used as material or content in the cognitive behavior modification e-module with restructuring techniques to reduce cyberbullying behavior. In addition, an identification of the ideal blueprint for the determination of e-module material is also carried out which is discussed with the supervisor before entering the next stage.

Development Stage

Based on the design stage that has been carried out, a research product was developed in the form of an e-module of cognitive behavior modification with restructuring techniques to reduce cyberbullying behavior by containing topics as explained in the analysis and design stages. Furthermore, data collection was carried out with the aim of validating the feasibility of the e-module in terms of content and appearance and testing usability or practicality. The process of validating the service materials developed by the researcher was carried out through discussions with the supervisor to consider all aspects of the e-module design and the instruments that would be used to assess the designed product. Expert validation for the content and appearance of the product was carried out by three Guidance and Counseling experts and one expert in the Internal Quality Assurance Agency. The results of the calculation of Kendall's concordance significance test (w) for the assessment of content suitability by experts are shown in Table 2.

Table 2. The Kendall's Concordance Significance Test (W) for Content Feasibility Assessment

N	Kendall's W	Chi-Square	Df	Assymp.Sig
3	0.996	26,073	9	0.002

Based on Table 2 the results of the calculation, obtained a chi-square value of 26,073 and Assym.Sig of 0.002. This means that the probability ≤0.05 or there is no difference in the assessment given by experts regarding the contents of the product being developed. The results of this calculation also show that there is harmony in the assessment of the experts on the contents of the product. The results of the calculation of the significance test of Kendall's concordance (w) on the assessment of the feasibility of the appearance by experts are shown in Table 3.

Table 3. The Kendall's Concordance Significance Test (W) on Appearance Feasibility Assessment

N	Kendall's W	Chi-Square	Df	Assymp.Sig
3	0.760	9.120	4	0.058

Based on Table 3 shows the results of the calculation, the chi-square value is 9.120 and Assym.Sig is 0.058. This means that the probability is ≥0.05 or there is a difference in the assessment given by experts regarding the appearance or design of the product being developed. The results of this calculation also show that there is harmony in the assessment of experts regarding the appearance or design of the product.

Implementation Stage

The results of the calculation of the significance test of Kendall's concordance (w) on product practicality are shown in Table 4.

Table 4. Kendall's Concordance Significance Test (W) on Product Practicality

N	Kendall's W	Chi-Square	Df	Assymp.Sig
2	1,000	6,000	3	0.112

Based on Table 4 the calculation results obtained a Chi-Square value of 6,000 and an Assymp.Sig value of 0.112. This means that the probability value is ≥ 0.05 or there is a difference in the assessment given by respondents regarding the practicality of the e-module. The results of this calculation also show that there is alignment in the assessment of respondents regarding the practicality of the product.

The results of the Kendall's Concordance (W) calculation above show that respondents easily understand and use the e-module independently which can be used to reduce cyberbullying behavior. This shows that the e-module developed as a medium to reduce cyberbullying behavior is feasible to use.

Evaluation Stage

At this stage, the product that has passed the feasibility test to the expert and the practicality test to the BK teacher/Counselor is evaluated based on the findings from the previous trial results to produce an initial prototype of the product. The evaluation stage is a stage that aims to assess the overall product being developed. After the revision of the research product, the next step is to re-evaluate whether the product developed is in accordance with the development plan and needs analysis carried out in the initial stage. Based on the results of the evaluation conducted by the researcher, the revision of the research product has basically met the various demands of the development plan and needs analysis carried out on the product being developed, so that the researcher concludes that the product has been empirically tested and is ready for use.

Discussion

The results of the study showed that the Cognitive Behavior Modification (CBM) e-module with cognitive restructuring techniques to reduce cyberbullying behavior received a very decent assessment in terms of content and appearance. This assessment reflects that the e-module has been designed comprehensively according to the needs of users, especially Guidance and Counseling (BK) Teachers or counselors (Podina et al., 2020; Yonita & Karneli, 2019). In terms of practicality, the e-module is also considered very appropriate, indicating ease of use, relevance of the material, and significant benefits for BK teachers in helping to reduce cyberbullying behavior (Junindra et al., 2022; Nasir, 2018). In addition, the development of this product is based on careful needs analysis and a planning process that meets development standards, so that it can be implemented as a ready-to-use prototype. This study is consistent with findings in previous literature stating that the CBM approach is effective in changing the mindset of individuals involved in negative behaviors such as bullying, including cyberbullying (Ahmad & Kurniawan, 2023).Previous studies have shown that cognitive restructuring techniques help individuals to replace destructive thought patterns with more adaptive and constructive ones (Rufaidah & Karneli, 2020). Other studies have shown that technology-based intervention programs to address cyberbullying are more effective when accompanied by structured and easy-to-understand materials (Utami et al., 2024). With this support, the developed e-module becomes one of the innovative learning media that can integrate psychology theory and technology to overcome challenges in the world of education.

The results of this study have important practical implications, especially in the world of education. BK teachers/counselors can use this e-module as an intervention tool in detecting, preventing, and reducing cyberbullying behavior among students. Specifically, this e-module provides structured guidance for teachers to conduct cognitive restructuring on students who exhibit cyberbullying behavior, so that it can help build a safer and more supportive learning environment. In addition, the existence of this e-module enriches the literature and resources in the field of technology-based counseling, which is currently very relevant to the development of digitalization in schools. Although the results of the study indicate success, there are several limitations that need to be noted. First, the testing of this e-module is only an initial prototype and may not cover different school contexts or cultures. Second, the effectiveness of the e-module in reducing cyberbullying behavior needs to be further tested through long-term implementation on a wider student population. Third, the success rate of the e-module may be influenced by the skills and experience of the BK Teacher/counselor in implementing cognitive restructuring techniques, so additional training is needed to maximize its use. Therefore, further research is needed to expand the scope and evaluate the sustainability of the effectiveness of this product.

4. CONCLUSION

Based on the research results obtained, overall the cognitive behavior modification e-module with restructuring techniques to reduce cyberbullying behavior has met various demands of development planning and needs analysis carried out on the developed product, so that it has been empirically tested and is ready to be used according to the findings from previous trial results, resulting in an initial prototype of the product.

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